

## MULTIMODALITY IN COJEDENA READING AND WRITING PRACTICES IN MIDDLE EDUCATION

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### ABSTRACT

The multimodality in the reading and writing practices of Cojedeña manages to transform the teaching task, since the educational activities are adapted to the needs of the new students who manage to discover a maximum creative potential, with freedom for construction, communication, understanding and interpretation, from the sociocultural context. However, their teaching, at the Secondary Education level, continues to be captive in mechanistic representations. For this reason, a research is outlined whose general purpose lies in promoting multimodality in cojedeña reading and writing practices in Secondary Education. The study is based on the approaches of Casanny (2022), Van Dijck (2016), Bakhtin (1995), and Vygostky (1979). It is framed within the qualitative approach. Participant observation, non-participant observation, semi-structured interviews and focused testimonies are used to collect data. From the analysis of these instruments, the categories emerged: a) mechanistic representations; b) distancing from the elements of neuroscience of education and c) little approach to the texts of Cojedeña literature. The study shows that in the interest of a search for quality and educational innovation, the availability and accessibility of digital technology is assumed to transform the representations that exist regarding reading and writing in Cojedeña. As a conclusion, new communities of readers and writers could be formed capable of communicating experiences and encouraging the exchange of knowledge to face the technological advances of the 21st century.

**Descriptors:** Multimodality, digital tools, sociocultural context, reading, writing, local literature.

**Biographical Review:** Mervis Yusmary Velásquez, Venezuelan, Master in Reading and Writing, degree obtained at the University of Carabobo. Specialization in Educational Management and Supervision from the “Samuel Robinson” National Experimental University of Teaching. Coordinating Teacher at the Robinsoniana Zamorana “Sixto Sosa” Technical School, with 26 years of service. Research Professor at the “Samuel Robinson” National Experimental University of Teaching. Doctorate in Education from the “Samuel Robinson” National Experimental University of Teaching.



**Multimodalidad en las Prácticas de Lectura y Escritura  
Cojedeña en Educación Media.**

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